# Standard 18: Coordination of Services with Other Ministries or Agencies

## Service Coordination in Halton

Community agencies and the school board regularly communicate updates or changes in services via print and electronic mail. Members of both the school board and agencies sit on the Halton Connections Committee and the Halton Prevention and Intervention Committee. Halton DSB also is represented at the regional Knowledge Transfer Committee.

The Board has an [external agency protocol](https://www.hdsb.ca/our-board/Policy/ExternalAgenciesProvisionServices.pdf#search=external%20agency%20protocol) for services offered in schools to students by outside agencies.

Connections Halton is a committee with membership from children’s mental health agencies and school boards. This committee reviews all requests for residential placements, funding for respite and hard-to-serve cases in Halton.

Existing partnerships include CTCC (Care, Treatment, Custody and Correction) classrooms - partner agency Woodview, YODA (Youth Overcoming Depression and Anxiety) - partner agency Woodview and lunchtime and after school social skills programs, Youth Aiding Youth (partner ROCK), Girls Inc., Big Brothers Big Sisters, Elizabeth Fry Society,Mental Health Liaison Nurses support students in elementary and secondary schools. Office space is provided in selected elementary schools for CAS community-based workers.

School board staff consult with our community partners (e.g.: Region of Halton, Halton Support Services, Community Living, ErinoakKids) regarding entry to school for students with special needs.

## Transitions into and out of Halton District School Board Programs

Special Education Resource Teachers, under the direction of the School Principal, play a lead role in transitions into and out of the Halton District School Board. Classroom Teachers, including Teachers of self-contained classes and special programs, also play an important role in the gathering/sharing of information about the student and the program in general.

An effective strategy used routinely is the “case conference”. This allows all professionals engaged with or about to be engaged with a student and their family, as well as the parents/guardians, to come together to share information about the student and the program/strategies in use with the student. In all cases, written permission is obtained from parents/guardians prior to the sharing of information about a student. Much of the transition process is outlined in Standard 4, “Early Identification Procedures and Intervention Strategies”. This reflects the fact that the Halton District School Board uses a very thorough process of gathering information about students as they enter our schools for the first time.

## Transitions for Students from Autism Spectrum Disorder Intervention Programs

The Ministries of Education and Children and Youth Services released a joint memo in February 2009 on supporting seamless transitions from the Autism Spectrum Disorder Intervention Program to school. This initiative improves support for students with Autism Spectrum Disorder (ASD) who are transitioning from intensive behavioural intervention (IBI) services to applied behaviour analysis (ABA) instructional methods in school. Students are supported through the *Connections for Students* model that is centered on multi-disciplinary, student-specific, school-based transition teams that are established to collaborate for approximatelysix months to support a student’s transition from the Autism Spectrum Disorder Intervention Program to school. Transition teams develop transition plans tailored to the specific support needs of individual students and provide support after a child starts school. This program is changing effective January, 2018 – do we include these changes? SLC description?

## Assessments conducted outside of the Halton District School Board

There are no consistent standards for criteria for identification as a special needs student in the Province of Ontario. Since each school board is left to determine its own criteria (based on Ministry of Education categories of exceptionalities), the Halton District School Board does not automatically recognize previous identifications and placements held by students. Such assessments are reviewed by Professional Services staff in order to make a determination at a School Resource Team regarding the identification and placement of a student.

Information about external speech and language and/or psychological assessments of students is normally shared through the School Resource Team process. Halton District School Board staff will review the information shared to determine whether it matches our criteria for identification. If so, the information is used in the process of determining how best to meet the student’s needs, whether or not identification occurs.

Assessments undertaken by qualified medical practitioners in the province of Ontario are also recognized and considered on a student specific basis in conjunction with psycho-educational assessments where required.

## Transitions into Educational Programs in Care, Treatment, Custody and Correction Facilities

When students enter classrooms in such facilities, the following transitions are followed:

### Treatment:

Day and Residential treatment programs are currently in place in conjunction with the Children's Aid Society, Halton Healthcare and Woodview Children's Treatment Centre. Case conferences are scheduled prior to entry to the program and discharge planning is central to the focus of the meeting. Regular conferences throughout the student's stay in treatment are scheduled to ensure a smooth transition back.

It is not the Board’s policy to require an updated assessment upon transition to the Halton District School Board. In those cases where an assessment is considered a key component to the transition planning, the Board will arrange for an assessment to occur with minimal wait time.

### Custody /Care/Treatment:

For students entering Custody/Care/Treatment Facilities within Halton Region where Education Programs in Care, Treatment, Custody and Correction Facilities programs are in place, registration to the academic component proceeds as quickly as possible, in order to avoid undue interruptions in the student's academic program.

## CARE, TREATMENT, CUSTODY AND CORRECTION PROGRAMS

| **PROGRAM** | **REFERRAL CONTACT** |
| --- | --- |
| ErinoakKids AutismK-5 | **ErinoakKids** 905-855-2690 |
| **CAPIS** K-12Child & Adolescent Psychiatric Inpatient Service SK-12 | **Halton Health Care** 905-845-2571 |
| REACH(Child and Adolescent Day treatment)Gr. 7-12  | **Halton Health Care** 905-845-2571  |
| MacMillan Youth Centre-Intermediate/Senior | **Salvation Army** 1-905-453-0988 |
| Syl Apps Youth Centre- Intermediate/Senior | **Kinark** **Child and Family Services**905-844-4110 |
| Woodview – Milton4-6 | **Woodview** 1-519-752-5308 |
| Woodview North-Elementary4-6 | **Woodview** 1-519-752-5308 |
| Woodview **EIEIO**-ElementaryEarly Identification Early Intervention Outreach 1-3 | **Woodview** 1-519-752-5308 |
| Woodview **DANO**Day Treatment for Adolescents and New Opportunities-Secondary | **Woodview** 1-519-752-5308 |
| Woodview Mountaineer-Secondary | **Woodview** 1-519-752-5308 |

